FITZROY HIGH - IN TRANSITION
This issue:

On the road again ... as Willie Nelson would say.
I've had the chance recently to visit a number of schools in Queensland and New South Wales. Information will flow on into CONNECT in future issues. But I also managed to tape students talking about programs in their schools and their reactions to schooling. I'll be playing these tapes on the STUDENT ACCESS BREAKFAST SHOW on 3PBS-FM (107.7 on FM in Melbourne), 8 - 10 am Sundays (sounds suspiciously like an ad. doesn't it).

And in this issue there's also the continuation of Chris Holliday's hints on setting up a radio studio in a school.

But this issue centres around two accounts of programs in Melbourne schools - Fitzroy High and Doveton High. These strike me as honest and realistic reports of the hopes, experiences and reflections of people trying to initiate programs where students are valued and considered as educational partners.

You've probably got similar stories to tell. How about telling others through CONNECT?

Roger Holdsworth

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Hopes: Reports on Radio Skid Row (Sydney), Cobden Technical School's "Youthcraft" program, Reports on in-services - "Students in Radio" run by 3CCC-FM in Castlemaine and Marian College's in-service camp at Lancefield.

Oral History Request

I'm interested to start up a Foxfire-styled experiment here: gold-mining and electricity before the SEC being two areas of interest. Any information would be useful.

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PROJECTS:
FITZROY HIGH SCHOOL
Community Studies (TEAC)

Community Studies (TEAC) is a major part of the Year 10 Core Curriculum at Fitzroy High School. The project operates one full day per week (6 periods). All students participate in the project. There are 116 students in Year 10.

At the end of 1981, teachers who wished to be in the Project were selected and venues were chosen in the local community which suited their programs.

When term 1 began, each year 10 form had a Community Studies teacher as their form teacher and students were placed in programs according to their form groups.

This was not necessarily desirable as it was felt that students should be able to participate in a program of their choice. However, as most students had little conceptual idea of what the project was about, most choices would have been based solely on friendship groups. If any individual was unhappy, they had the choice of work experience or in some cases changed groups. This worked reasonably well.

All students have had the choice of groups in term 2.

Group 10A: Collingwood Children's Inner City Farm

"10A certainly are a dynamic bunch of kids," I said.

"You mean, they're nuts," quipped one of the teachers with a smile.

Tony Power and myself had just returned from a day's excursion with them to Eltham, Kangaroo Ground and Warrandyte. It was the 7th week of the program and despite all efforts, the group had not been responding too well to the farm or, for that matter, to school.

Early in the term, several meetings had been held to discuss 10A. Various 'solutions' were put forth ranging from putting certain kids back to year 9, kicking some out or dispersing them amongst other forms. The latter was immediately rejected because "all the other forms are working so well, let's not disrupt them". So 10A stayed as is - renowned as a bunch of disruptive no-hopers.

Despite this severe labelling, Tony Power had a lot of time for his form and saw that if he could make their experience at the farm worthwhile then perhaps the group would gain a positive identity. Initially, this wasn't to be. 10A seemed determined to carry their stigma all the way to the farm. Even Pam Morgan commented that in her experience as farm manager she had never had a group of kids who were so unwilling to get involved.

Despite the group's activities being broken up into small projects - building a duck pond, gardening, feeding the animals etc, the kids seemed to resent the fact that they were at the farm.

"Why are we here? We don't want to be farmers!"

In retrospect this response was natural as in many ways the farm is the most different environment to school and at this stage the kids were still associating the program with work experience.

The turning point in the term was the excursion mentioned earlier. Broadly, the aim of the day was for the kids to notice the differences between the inner and outer suburbs, their resources and environment and to compare this with their experiences at the farm.

Most of the kids ignored these factors completely.

Instead, they used the day to yahoo around the back streets of Eltham, abusing the residents (who were fortunately behind their mud brick walls) and annoying the artists at Montsalvat who were turning wood to the sounds of Bach. At one stage, Ali spout out the window of the bus at some passing cyclists whilst the rest of the kids sang the chorus of a song which blared from the bus radio. It was Moving Pictures' number 1 hit, carefully marketed to a whole sub-culture of 10As:

What about me? It isn't fair. I don't want much but I want my share.
Can't you see I want to live, but you just take more than you give...
They even managed to discover the only fish and chip shop in Eltham.
At the end of the day, Tony and I simply shrugged our shoulders, thinking that
at least they had enjoyed themselves.

The next week, they all turned up at the farm smiling and actually talking to-
gether instead of just shouting at each other and winging. The day had functioned
simply as a positive experience for the group, maybe their first ever.

From then on, their attitude to the farm changed somewhat. Kelly, Effie and
Helen began working on a small book about the farm. This entailed interviewing
members of the farm's committee, the manager, the local Recreation Officer, visi-
tors and making telephone calls. They have not only begun researching the his-
tory of the farm, but of the animals as well. This should be finished in Term 2.

Five kids began working with a Dip Ed student making an audio-visual tape about
the farm to show staff and parents.

The students making the duck pond really began to work as a team. The ground
was dug, blue-stone walls laid, cement mixed, base paved, a water level control
gate made and finally a bridge built. Despite its apparent simplicity, the pro-
ject was quite complicated, involving many measurement skills. Bruno and George
were ultimately responsible for its impressive completion, often refusing to take
lunch breaks in the last weeks.

By the end of term, the kids' attitudes had changed considerably. Nine out of
the 17 students have chosen to return to the farm in term 2.

Group 10B: Hotham Street Recreation Centre

Denise Young arrived back at school knowing that she was placed in excess at
the end of 1981. Would she be transferred or simply given extras for who knows
how long?

To her surprise, she was given six periods of Year 10 Community Studies (TEAC).
As Denise had expected a transfer at the end of 1981, she had taken little notice
of the planning for the TEAC program and knew little of its aims and objectives.
Now she was expected to organise a group of 18 students for a whole day in a
local Recreation Centre until Linley Bull returned from sick leave.

The group began by focussing on the history of the Fitzroy and Collingwood
area through the methods of oral history. Initially, the students were given
some direction on how to use tape recorders, methods of approaching people and
the importance of being prepared for an interview. Most of the kids rejected this method at first, preferring to rush off into the streets of Collingwood, clutching a tape recorder and confronting many an innocent passerby spontaneously asking questions.

At the beginning of term we went out to get some interesting interviews. We ran into some difficulties, for people either told us to get lost or didn't even say anything. We also had problems with the tapes and tape recorders.

Aida

As Aida explained, interviewing wasn't quite as easy as they had expected, but several good tapes were made. The group was then divided into smaller projects with students selecting what they wanted to do.

Eight students nominated to be involved in a landscaping project in the centre's grounds. Skip Leone, a 70 year old youth worker and Collingwood identity, supervised this project, recollecting tales of the past whilst working with the kids.

Six students became the Radio Group, spending their mornings preparing interviews for their afternoon sessions at 3CR with Bruce Berryman.

The 3CR program has turned out to be good and enjoyable. We learnt how to work at the panels and how to edit. By the time we finish, we should have learnt how to put together a radio program, how to handle problems arising and how to produce a successful program.

Aida

The remaining students worked on ideas based around oral history and then focussed on the area of housing. Visits were made to elderly peoples' homes, high rise flats, a youth refuge, the Tenant's Union and buildings classified by the National Trust.

I've liked this program because it was a change away from school. The activities we were doing could be improved but hopefully we will progress more in term 2. Just gardening all the time got a little boring and interviewing people didn't always come out successful. I've learnt a little about the history of Collingwood and Fitzroy and also how to approach people in an orderly manner.

Tracey

Things I disliked about this program are that I got very annoyed about people not doing enough of their share of the project and the hard work was left to a few to do. I disliked the fact that we didn't organise ourselves accordingly. Of course this is our fault ... one thing I liked was the fact that I started getting along better with other classmates.

Louis

By the sixth week of term, Denise realised that the other teacher was resigning, enabling her to become the permanent TEAC teacher. Once this information was known Denise was able to plan more effectively for the remainder of the term.

Often it is hard to predict just what the students gained from the term, but as Louis' comments reveal, obviously quite a lot if a shy 15 year-old Greek boy can openly make such a personal statement about his communication with other students.

**Group 10C: Holden Street Community House then Organ Factory**

In the third week of term I had an intense debate with Frank, Poppy, Jenny and Helen based around the virtues of doing a mural as an educational experience. Poppy argued so articulately that a mural was meaningless for her because she didn't want to be an artist but a lawyer. Surely this time should be spent working hard in the classroom doing 'real work' as she termed it. "And what's more, I can't even draw, so what's the point?"

I thought about this incessantly for the next few days in a dilemma because I didn't want these students to be forced into doing something they didn't want to do, but yet knowing that once they realised that more skills and experiences were involved in doing a mural than just being able to draw then they would be-
come involved. Many of their objections were tied up in fears of producing a piece of artistic work that they thought would be inferior because they undervalued their artistic abilities.

I discussed the problem with them a few days later and they reluctantly agreed to give it a try.

Sue Anderson organised the group into five groups of four, each of which had a rotating leader and wrote a report at the end of each week. The term's activities were spent visiting murals in the metropolitan area, including one at Moreland High School, organising a survey of the whole school on the most popular subject and position for the mural at school, making deputations to the Principal and watching a slide display of murals by the Public Images mural work cooperative. The students were suitably impressed by these artists especially Pat who revealed that he had had no formal art training.

The "doubting Thomas's" Poppy, Helen, Frank, Jenny L and Jenny S spent a few mornings meeting with Dick Lythgo (TEAC). They called themselves the F.I.G.s (Finding Information Group) and visited all the groups, interviewing students and teachers for information about each program. The results were to be written up and sent to parents as a newsletter. Once again, the issue of what is real work arose. Poppy was gaining so much experience in debating that her chances of becoming a lawyer were getting stronger week by week!

By the eighth week of term, designs had been drawn for the mural after the survey overwhelmingly had shown Rock Stars to be the selected topic.

After Easter, the group swapped venues with 10D and began drawing their designs to scale onto the panels. The work of the F.I.G.s was slowing down as they became more involved in the mural. "What about your newsletter?" I asked them one day. "Can't we do it during the week at school?" they replied. "We don't want to miss out on doing the mural."

I smiled.

The mural's now finished and looks brilliant. It will be placed on the canteen wall at the start of term 2.

Group 10D: Organ Factory then Holden Street Community House

Gayle's project was to produce a Youth Resources Guide to Fitzroy and Collingwood, researched and put together by the kids. She has been working with Jan Galloway, the after-school program coordinator.

The group began the term by cleaning, painting and decorating their centre. They then set out to investigate the walls around the streets followed up with personal development games in the afternoon or on the odd occasion, an excursion of the kids' choice.

The students were amazed at what they found whilst 'walking the streets' and painstakingly scribbled down the details of what they discovered on makeshift maps. Warehouses that offered discount jeans, public telephone boxes, fish'n'chips shops in unsuspecting places, legal and health services. They learnt how to use public transport, make maps and categorise information.

The group have been fortunate enough to receive a grant which will cover publication costs of the directory, through the Department of Youth Sport and Recreation's Youth Access Grants program. Eight of the students attended a meeting held by this Department to discuss the Grants and possible training requirements. They were a bit overwhelmed at first, but soon discussed openly their project and proposed training needs in layout and printing.

During the term some of these students have been of great assistance in producing the newspaper contributions, especially with layout. Most of the students in this group (24) have chosen to continue with this project in term 2, but have pleaded not to have to do so much walking!

Group 10B: The Collingwood CYSS Factory

This project is great, we learn about real things.

Joanne

Mez's group began the term by all going around to her place for a cup of coffee. There the ideas for the project were openly discussed, expressing its newness and conveying the feeling that we are all treading on virgin ground. Most of the kids responded well to this challenge and revelled in the fact that "they were different" to previous year 10s. The idea of a newspaper being published in the distant future was seen as a goal to work towards.
The Group moved on to the Factory and broke into smaller groups of their choice. Their task was then to go and interview three people in the nearby area in the street or in the workplace and to come back with their results. Some students went to hospitals, some to schools, some to factories, some to shops, some simply went to MacDonald's. But they all came back with information and stories to tell, related with so much energy and excitement. This process continued for a few weeks when the groups had to decide on an area to investigate with more depth.

One group decided upon schools and then organised interviews with teachers and Principals in surrounding schools aiming to compare the results in a written article. Two girls in this group spent each lunch hour at the Cambridge Street Primary School, helping the children there (almost cross-age tutoring).

One group looked into the problems of the nearby After-Care Hospital which was under threat of closure.

Another group focussed simply on "The Factory", the people there and what they did.

Meanwhile, in the afternoon, all the group participated in the Youth and the Law program organised by Fitzroy Legal Service. This ran from 2 - 4 pm each Wednesday afternoon with John Finlayson, Legal Community Worker, plus a lawyer. These sessions were attended not only by Fitzroy High students but local EPUY participants and unemployed people. The program discussed the rights of young people in conjunction with the law and covered topics such as workers' rights, sex, drugs, tenancy, tattooing and court structures and procedures. The participants were involved in role play, video-taping and court visits.

As a result of the legal program, one group of students interviewed the local police and compared their point of view with that of the legal service.

Students spent the last few weeks of the term putting their ideas and research together into articles for a small publication. They typed it up, took photos, did drawings and laid out the pages for publication. A few students worked hard on trying to silk screen print covers for the magazine Out of Bounds only to discover that silk screen is not an easy skill to combat overnight. Most students have nominated to stay in this group in term 2.

Career Education

Over the first three weeks of the term, Alan spoke to students in all groups about career education and 23 students chose to participate in this group in term 1.

The next month was spent talking about employment related issues and visiting relevant places in the local community eg CES, Collingwood TAFE, CYSS groups, Melbourne University etc. Visits were made to the city with explanations on the Houses of Parliament, the Stock Exchange, Trades Hall etc. During this time students were thinking about what kind of work experience they were after and what kind of job they may like in the future. In some cases it was possible to match the two. In most instances the students chose their work experience and negotiated with the employer. All students completed 5 days of work experience (every Wednesday for 5 weeks).
In most cases the placements were extremely successful. Heather was an immediate natural at the Gold Street Creche, "showing maturity and patience" the supervisor beamed, stating that Heather performed better than many older students studying child care. She was offered work as a reliever over the holidays. For Heather, the experience has been very rewarding as at last she is doing something that she is good at. Teachers have noted how her manner has changed: "She looks at you now when you are talking with her and actually stands up straight."

Sam's working experience was not such an immediate success but provided a valuable insight into the world of work! Sam wanted to be a cabinet maker and after three weeks had found a furniture factory which was willing to give him work experience in Collingwood. His first day was "great" and Sam bounced into school the next day. Over the hot weekend, I lounged at the Fitzroy pool like many other students from school. On Sunday afternoon, smoke began billowing out from the nearby flat streets of Collingwood. Kids climbed up on the walls of the baths, craning their necks to see what was burning and to watch the numerous red trucks weave their way through the tiny streets. The Sunday night news revealed that it was a furniture factory - totally gutted by fire. Sam's factory. The next day Sam was in despair and on the brink of leaving school. Fortunately, Alan decided to capitalise on the event and his group began at the factory the following Wednesday, talking to workers and using the experience as a case study.

Considering that the structure of work experience has been new this year, it has gone well, with most employers happy about the one day per week arrangements. A few problems remain, namely most of the girls still choose to do either office work, child care or hairdressing whilst the boys choose factory work, building or mechanics. This sex-role stereotyping has been broken down to some extent and hopefully by the end of the year will have improved.

Students have written reports on their placements and it is hoped that by next term students will have more skills in 'analysing' their work place - interviewing staff, inquiring about union policy, conditions and being able to put the work environment into some context.

Further Comments

It is important to emphasise the newness of this project and also its innovative nature in comparison with the rest of the school's curriculum. At the start of the year none of us really knew what was going to happen, least of all the kids. Given this situation, the results at the end of term 1 are most promising.

"What are we doing on Wednesday, Miss?" became a common way for kids to approach me in the school yard early in the term. Most students were pretty confused about the project until Easter when things seemed to gel. It has taken much longer than expected for students to not only gain an understanding of the concepts involved but to gather some of the skills. In many cases, it took students weeks before they could make their first telephone call, let alone interview a stranger in the street. I have spent a few occasions being witness to kids shaking, petrified before making a phone call and then sweating all the way through it. One Greek girl actually crossed herself before thrusting a tape recorder under a stranger's nose one day.

It is an ambitious project when one is dealing so intrinsically with not only personal development skills but abilities that these kids should have, but for one hundred and one reasons don't possess yet. It's a slow process and the kids need a lot of support, as for many of them it's quite frightening, while for most it's a challenge and rewarding. Some students have changed not only their attitude towards teachers, but towards learning and now see the possibilities for some element of personal control in this area. For others, they will still say the project's "a bludge" and have expressed little interest in anything. Yet would these students be any different in the classroom? They might look different, as it is easy to sit at a desk staring attentively at the blackboard whilst their minds imagine tonight's episode of Prisoner. They are unnoticed whereas in this project they must learn to adapt to a new active learning environment without the usual props of a desk, a chair and a blackboard.

It's hard to measure what has been learnt by the kids which can be attributed to the project as compared with simply 'growing up'. But if learning is based upon experience then they have certainly learnt a lot in one term.
Several pieces of published work were outcomes at the end of term. These included a 4-page liftout in the Princes Hill High School paper Yabberstick, a centrefold in the Fitzroy Voice, a page in Ascoits plus articles in Factory Fodder (Collingwood CYSS magazine). 10E published a small magazine called Out of Bounds and the F.I.G.s of 10C also produced a descriptive account of the project.

The excitement shown by the kids when the newspapers hit the school was worth every minute of time spent on them. The value in their seeing their name or face in print cannot be overestimated. One teacher commented "It's the first time I've seen some kids read anything." Most of the kids were so proud they carried copies of the paper around with them for days.

We hope to continue this publication next term with more of the school being involved. It is desirable that a school newspaper becomes an established part of the curriculum as it has in many other schools.

In conclusion, perhaps these three comments aptly sum up impressions of the project's first term from all points of view:

I've heard nothing bad about it ... replied one teacher in the school.

It's been the most valuable and rewarding teaching I've ever done. Mez Levy.

I've enjoyed this term because although it was work it was fun work. Rosa-10B.

Postscript

It's crucial for the reader to note that this report in many ways is my personal account of the term. I'm sure there were many important experiences and thoughts that I have omitted because I wasn't there at the time. Other very valuable accounts would be those of the six teachers who have taught Community Studies this term.

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Kangaroo Flat Tech

OUR 3CCC-FM RADIO VENTURE

3CCC is a new FM radio station situated in the old Harcourt railway station. Every Tuesday night at 6 pm, a program called "Radio Casion" is broadcast. This program is produced by different schools from the area.

On Tuesday, 4th May, five students from the Transition Group at Kangaroo Flat Technical School produced a 3/4 hour program. Shane Hartland, Paul Sea, Paul Allen, Cindy Moon and Michael Steven under the guidance of Justin Shortal, 3CCC's Project Officer, presented a sports program interviewing teachers and students at our school.

Rayleen Wilson (longdistance water-skier), Ian Schepers (UL4 Soccer referee), Craig Pearson (motor bike champion), Damien Kaird (a 'budding' archery star) and Tim Jobe (water skier) were interviewed about their sports, along with Mick Lenaghan (Physical Education teacher who plays with Carlton) and Ann Cormack (Physical Education Teacher). Mich Stevens provided music between each interview by playing his guitar.

The program took eight weeks to produce, aided by Justin who worked with the five students each Friday morning as part of the students' "radio workshop". Students and staff thoroughly enjoyed the program and compliment the group on their production.

The new "radio workshop" group for term 2 will be producing another program for the end of the term.

Paul Allen, Paul Sea, Glenn Hulse, Mick Stevens; Transition Group, Kangaroo Flat Technical School, Olympic Parade, Kangaroo Flat Vic 3555
Doveton Mini-School

Moves Towards Negotiating Curriculum With Students

This edited version of a teacher's anecdotal account of the developments which led to the formation of a mini-school at Doveton High School and of subsequent attempts to develop a relevant curriculum with children and parents, is taken from the publication "Studies of Change in Victorian Schooling" published by the Choice and Diversity Project in Victoria (PO Box 88, Balaklava 3183) and is used by permission of the author.

It all started with work experience - kids who were not going to do HSC. I was spending all my free periods out of the school arranging placements. They were mainly retail outlets. All the local shops - small businesses - were contacted and they were superb. When I found a work placement, I'd go in and tell the kids where I'd been and how wonderful these people were. That is not negotiating, but is setting the groundwork. For once, somebody was coming back and telling them what was going on - what was happening. There was this request and fulfillment of a request happening; like one of the kids wanted to be a baker and so I organised that placement for him.

There's a superb bloke called Doug Lord on the Regional TEAC committee. He's from Nissan. I thought, "Right, we will go to a car plant." Each time I made any contact, I just made sure the kids knew. In fact they were better informed than the staff. And they would ask all sorts of questions. But the thing is I also had to get across was that it might not come off. Every time I met the unions and the shop stewards and whoever, I would go back and tell the kids. One day one of them said, "Oh, we're the guinea pigs aren't we?" I went cold; yet there was a ram-rod straight back and perky little face saying "ha ha, we're the guinea pigs" and she was rapt. We worked on that basis from then on: we are special, we are different. There was a special something building and I think, quite honestly, because the information was continually given. I really do. They were told what was happening all the time.

By the middle of the year it was very difficult. It was hell teaching, hell. Quite honestly, I wasn't teaching. It was a question of just keeping everybody quiet because the 28 plaster models had become 28 very dynamic, outspoken people. Perhaps that is a sweeping generalisation but certainly there were a hell of a lot of people talking, to each other, probably something they hadn't done before, talking out to us which they hadn't done before and we all found it very, very difficult to work with. They were in that intermediate stage - you can graph it. It doesn't matter what group of people you are working with, you start at the bottom - no confidence, very low self-esteem, and as it builds they become very, very aggressive, very outspoken, and then when they come to real self-confidence, they become adamant and firm and that's good.

At the beginning of term 2 last year, I called a meeting because anybody can call a meeting in our school, for the people who were interested in looking at alternative courses in 1981 and the meeting broke down completely because of an unholy alliance of some of the administrators. They were saying there are alternative courses: there is an alternative maths, there is an alternative social studies and so on. Their alternative was designed as being non-HSC - not alternative ways of learning, not alternative knowledge areas, not alternative skills areas, not alternative ways of teaching. They had defined HSC as the norm and anything else that wasn't HSC as the alternative.

I wanted the kids to have real alternatives. They have been completely turned off school: we are talking about staying at school because there are no jobs for them. They want a good education and they don't really know what that means.
They feel that if they stay at school, that is education: 'being there' means that you are getting your education. You might take no active part in anything but the very fact that you are there is education. And to let them believe that but not offer real alternatives is a con trick.

Bear in mind that what I've always wanted is a small school. I do not believe that a big school serves any useful purpose except to have 600 or 1000 people at one spot at one time. We tend to think that if children are brought up in an insecure home, in a non-loving, non-caring atmosphere, that they can't cope with the rest of the world: they come out somehow crippled. Yet that is what we do in school. We put everybody together, all 1000 of them in an uncaring structure in which there is very little scope for personalities to really grow together, especially different age levels.

I got a minischool to solve a timetable problem. That is God's honest truth. At level 9 there were, say, seven kids over conditions; at level 10, say, fifteen kids over conditions, so if they were put together with the kids from work experience, who they didn't know what to do with anyhow, that would solve the timetable problem. When I heard that, I went to see the boss and said that so far I had heard nothing about educational philosophy - all I'd heard is how we are going to solve the timetabling problem. I knew there had to be some pre-requisites. Number one: we weren't going to have other teachers' problems. Last year a teacher came up to me and said "I do feel that so and so will be better off in the work experience program: they really can't cope." I said NO basically because it was a teacher who couldn't cope with those kids in her class. I had to fight all last year: this is not a place where you drop off your personality problems. You have got to cope with them in your class just the same as everybody else has. By the end of the year they'd changed their tune. By then we were disadvantaging the kids for whom we had no room in the work experience program. My answer was: of course, of course; I felt sorry for every kid who wasn't in the course: so did the kids. That did a lot for the kids' morale too - that fact that we were having so much fun that everyone else wanted to come and join us because we were terrific. The disadvantaging line gave it a neat twist but they soon realised it wouldn't work. The boss was terrific: he supported me all the way.

What I wanted to do in the minischool was set up a structure whereby people would care about each other, listen to each other, which would lessen the need for counselling and to make the curriculum sufficiently stimulating and relevant so they wouldn't need to truant to find something interesting. The most important thing is that kids should learn as much as possible by experience and reflecting on their experiences. We can teach until we are blue in the face but nobody has to learn, which should be self evident, but it isn't. To give and example: in reading workshop we give open slasher. The kids can find what they want to read and with a little careful, gentle direction or the introduction of various options - novels, plays, poetry - we aim to lead them on to wider experience. When they decide they want to know more about something they go off on an individual project which perhaps, with help in refining their question, they can do by themselves or in a group. I feel that is enormously valuable because that is owning your own knowledge. Work experience is another obvious example.

On Thursday afternoon, we started off by going through a few things that needed to be discussed as a group: these meetings are called our Town Meetings. For instance, the staff suggested a Management Committee and the kids picked up the idea and worked out how that was going to function. They decided there should be four kids and four teachers. We said, "What happens if the kids gang up on the teachers or the teachers gang up on the kids and it is a deadlock?" They had the answer; "You have to come back to a Town Meeting don't you!" It's obvious, solved immediately.

In the Town Meetings we're aiming for participatory democracy. In fact, what we've got is the worst form of anarchy. I wind up with a sore throat every Thursday afternoon because I'm constantly shouting "shut-up, shut-up, shut-up!" I could say I'm non-directive. In fact of course, obviously I'm not, but good things do happen. The case of student certificates is one:

By a long slow process at Town Meetings, we had decided to have an end-of-year certificate to say what a student had studied. The step after that was deciding the design of the report and we handed that over to the publicity committee. And this is where I get very anecdotal because the anecdote just proves the whole business. For a fortnight they met at lunchtime and recesses. When they decided exactly what they wanted, then came the need for letterheading. I said, "I suppose
the best person to talk to would be the Graphics teacher." So they talked to her and she was rapt. She was a new teacher in the school; she had problems with the level 10s earlier in the year and finally here were some kids coming in and asking her for help. She gave them her very best tools and best inks and she spent a whole lunch hour with them, which I thought was really generous. Then came reproduction and all the ordering of materials. Then something happened. Because they are doing it themselves, they have to learn those very simple things like how you ask someone for help, which may sound trivial but is absolutely crucial.

Marg Munro,
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REVIEWS & NEWS

Travels

Want to see the slides? Hmmm? No?
Well one or two things may be of interest, and I'll write up further articles about Roma High, Radio Paw-Paw (Brisbane Girls Grammar), Cleveland Street High School and Riverside Girls Alternative courses and Radio Skid Row for future issues. In the meantime, listen to the Student Access Breakfast Show on 3PBS-FM for some of the taped interviews I did (Sunday 8 - 10 am).

4th R

BUT ... I dropped into the Inner City Education Centre just in time to pick up the start of a two-day in-service for teachers on the use of radio in the school curriculum. Colin Clark, who was running the in-service, is working on "re-viving" the Fourth R (see CONNECT 13/14). For further information, Colin can be contacted at Lewisham Primary School in Sydney or c/o 2SER-FM.

The Fourth R starts/ed August 16th at 12 noon every school day on 2SER: 107.5 on your FM dial in Sydney.

Tranby ~ Year 12

There were also interesting discussions at Tranby Aboriginal Co-op College (13 Mansfield St., Glebe 2037 NSW) about the formation of a Tertiary Education Entrance Course as an alternative to the Higher School Certificate. Though negotiations are still at an early stage, the group is interested to look to the STC Course from Victoria for a model of youth participation in course construction, management and assessment.

Media Teaching in the ACT

Media teaching in the ACT? The situation here has two distinct facets, largely because of the existence of the Secondary College system. In most of the colleges there have been courses in Media Studies established since the inception of each college. These courses (which must receive accreditation - usually at a tertiary level) generally include work in film (production and study), television (production and study), radio, print and social aspects of the media. At the colleges with the most comprehensive courses there is at least one unit in each of these areas with several units in the Film Study area. These units have proven very successful, drawing considerable student enrolments and in some cases successfully entering a second period of accreditation.

In the Catholic sector, the situation is less clear. Daramalan College has run successful classes in film and television for some time, specialising particularly in 16 mm animation. A recent attempt to have this course accredited was unsuccessful however.

In the state secondary and primary schools, the situation is a cause for concern. Very few schools have well planned and coherent courses or even units in
media. Where such work is done it tends to be purely at the behest of some individual teacher with a passion for the area. Often these teachers feel a strong sense of frustration because of lack of systemic support and a lack of knowledge of what is being done by other teachers. The Media Teachers Association has attempted to provide some support to these teachers but because we are the only system with no media consultant or advisor to coordinate media studies in the schools, most teachers are too flat out trying to get by in their own classrooms let alone attend meetings. The association has been trying to convince the ACT Schools Authority of the need for a media consultant but at a time when state education is under increasing attack, it is very difficult to envisage the money being available in the foreseeable future. This being the case, it perhaps is significant that the "independent" schools have shown a distinct lack of interest in the area. The parochial Catholic schools are presumably in the same position as the state primary and secondary schools.

If media education is to get off the ground in the ACT, it will only be through the largely unsupported efforts of a small handful of dedicated teachers. No doubt our leaders would tell us that this is the way it should be (at least in State schools!).

Copies of a sample Secondary College course or the names of teachers working at any level of the State system in media can be obtained from me:

Peter Hughes,
Phillip College,
Launceston St.,
Phillip ACT 2606

Workers With Youth

The Victorian Workers with Youth Network will be holding their biannual conference from September 14th to 17th 1982 at a venue reasonably close to Melbourne. Conference themes will be: the individual worker, young people, political environment, networks, the effect and affect of the interaction between the above areas, action plan for continuing education programs.

For more details, contact: Barbara Henry,
PO Box 1000, St Kilda 3182.
PH: 03.527.3486

Marking Time

Marking Time is subtitled "Alternatives in Australian Schooling". It's by Michael Middleton, who was involved in initiating Tagari, a 4-year experiment in alternative education in Hobart.

The book is a useful mixture of practical advice and reflections on background theory involved in alternative education. There are case studies on Sydney Road Community School (Victoria), Burra Community School (South Australia) and Tagari (Tasmania) as well as a useful (though inevitably already out-of-date) "Directory of Australian Alternative Schools". There is also advice on setting up alternatives inside schools, setting up "new" schools inside and outside the State system.

Marking Time is published by Methuen (ISBN 0 454 00399 4) - no RFP is marked but it cost me $9.95.

Charles On The Road

From the heartland of America and - it seems - at the heart of youth participation projects. After four months of trying to forget about it, I'm now back in business with a vengeance - half-way through two months of concentrated interaction with the National Association of Student Councils ... Just visited the first day of a week-long workshop by The Youth Communications Network. They are an outgrowth of the Student Press Service connected with the RFK Foundation. Their youth newspapers have been going for almost five years in several big cities here ... Youth Communications, 8th fl, 207 South Wabash, Chicago, Illinois 60604 USA.... Must quit now to catch my next bus.

Charles Kingston,
Ex- West Wyalong HS (NSW)
(on the road, USA)
These reading lists have been prepared by Peter Cole for the Advisory Services and Guidance Branch of the Victorian Institute of Secondary Education. They are re-printed with permission.

1. YOUTH PARTICIPATION PROJECTS IN SCHOOLS

DOLLAR, B -- "Youth Participation: a concept paper", New York, National Commission on Resources for Youth Inc, 36 West 44th Street, New York. (ERIC reports: ED 188987)

This 94 page document is presented in two parts. Part one topics include the social context of youth, concepts of youth as 'not yet' people, alienated youth and the alienated society and adolescent needs. Part two discusses youth participation and examines issues and concerns of program implementation (eg youth decision-making, adult leadership, teacher training, school credit). The appendix provides brief descriptions of 15 youth participation projects (eg community newspapers, day care work, tutoring and social research). This is an excellent overview paper.


This paper develops the theme that youth need to be provided with avenues that enable them to contribute to society. It is argues that "we can no longer deny young people an immediate responsible role in our society". The paper briefly describes some projects for involving youth and illustrates how traditional subjects can be the basis for Youth Participation.


This report sketches the 'state of play' in 27 secondary schools located within the Ballarat region with regard to youth action programs. It also includes a section titled 'Youth Action Program Manual' and outlines some of the projects that have been developed in Ballarat schools. A very valuable source for teachers.

COLE, P -- Youth Participation Projects: a rationale for and guide to youth participation projects - Advisory Services and Guidance Branch, VISE, 1981. (Occasional Paper No. 3) (Free on request from Publication Sales, VISE, 582 St Kilda Rd., Melbourne 3004 or from CONNECT.)

This paper outlines a rationale for involving youth, a series of program elements or statements and then briefly documents a wide range of youth participation projects in schools. These project examples include a description of the purpose of the project, the benefits to youth, possible sponsors and provides names and addresses of people to contact for further advice. This is a useful booklet for introducing teachers to the concepts of youth participation and for those wishing to connect with teachers who are running projects.

Advise: The newsletter of the Advisory Services and Guidance Branch of VISE has published the following articles on youth participation projects:

KNIGHT, T -- "Why Youth Participation Programs?" No. 13 (July 1980) pp 1-2

-- "Youth in Context: Toward Understanding" No. 16 (Oct 1980) pp 1-3


MARTINO, J -- "3-4-5 Adds Up" No. 14 (August 1980) pp 2-3

COLE, P -- "Youth Participation Projects: possibilities and limitations (part 1)" No. 29 (May 1982) pp 2-4

-- "Youth Participation Projects: possibilities and limitations (part 2) No. 30 (June 1982) pp 6-8
CROSS AGE TUTORING PROGRAMS IN SCHOOLS

MODERN TEACHING -- (Journal of the Modern Teaching Methods Association)
No. 39 (March 1977)

This issue contains nine articles on student tutoring programs. Contents include an introduction to the notion of students as teachers by Dr Tony Knight; examples of school programs (eg Roger Holdsworth discusses the Brunswick East High School program, Terry Reilly the Moreland Primary School program, John Lawless the Thomastown Primary School Program, Kellard and Butler the Lale Park Primary School program, Les Mayes the Richmond Technical College program, John Lewis the Sunshine High School program, John Hand the Mitcham Special School program and Vin DiNuzzo the St Pius X Primary School program) and each of these articles indicate the results of research about cross-age tutoring.

This is a most useful introduction to how educators have gone about implementing and evaluating cross-age tutoring programs in a variety of school settings.


This article describes how a children-teaching-children tutoring program is being instituted in a school district in New York City and it pays particular attention to how theory is being translated into practice and how the problems of implementation are dealt with on a day-to-day basis. It also discusses in-service activities for teachers associated with the program. This article offers a good insight into how a cross-age tutoring program became "an integral part of the school rather than an additional appendage to the regular school program."


This report outlines the cross-age tutoring program at Brunswick Girls High School. It describes the aims, structure and evaluation of the program. Evaluation looked at such things as changes in vocabulary and comprehension, self-esteem and contains comments from student tutors describing their aims and observations about the activity. A very useful report for those starting out on implementing and evaluating a program.


This report outlines the goals and specific aims of the cross-age tutoring program, describes how the program developed and indicates some of the student participants' activities and perceptions. The techniques used to evaluate the program are also included, as are the results of this evaluation.

LIPPITT, P -- Students Teach Students -- The Phi Delta Kappa Education Foundation, Bloomington, Indiana, USA, 1975.

This 43-page booklet includes chapters on the origins of cross-age tutoring programs, traps to watch out for, key elements to an effective program and different models of tutoring projects. This is a useful little publication that addresses questions of practical concerns regarding cross-age tutoring.


This is a most comprehensive review of the literature associated with the evaluation of cross-age tutoring programs in schools. The diversity and extent of this research is quite remarkable. A most valuable source that gives insights into the various facets of these programs that have been the subject of research. An extensive bibliography is also included.

This book is "the Bible" for cross-age tutoring. It contains clearly written articles of a theoretical, historical, research and practical orientation. Although this book is not readily available in bookstores its value warrants any extra effort that may be required in locating a copy.

COLE, P -- "Youth Participation Projects: A rationale for and guide to Youth participation projects" (VISE) - see above.

This publication lists a variety of youth participation projects operating in schools, one of which is cross-age tutoring. It outlines a rationale for involving youth and provides a few names and addresses of individuals who are running cross-age tutoring programs.

WORK EXPERIENCE PROGRAMS IN SCHOOLS

COLE, P -- Work Experience Kit for Teachers Involved in Work Experience Programs in Schools -- Advisory Services and Guidance Branch, VISE, 1979. ($2.50 + post)

This book introduces the reader to practical and legal information related to work experience administration. It outlines procedures for organising a program, provides sample letters and documents and discusses the requirements of the Education (Work Experience) Act, 1974.

-- An Employer's Guide to Work Experience Programs -- Advisory Services and Guidance Branch, VISE, 1981. (50c plus postage.)

A booklet that briefly introduces employers to work experience programs. It outlines some reasons for the development of work experience, its benefits to students, how it might be organised and the role of the employer in such a program.


This paper argues that most work experience programs in schools have very little educational foundation to them. It describes several of the justifications behind work experience programs and raises concerns about them. It advances the proposition that work experience ought to be chosen primarily on the basis of whether it helps the student understand his or her current social reality and strengthens his or her own sense of identity. A brief discussion of the issues of payment, work experience curriculum, school generated work and credits concludes the article.


This article examines "why work experience, from its origin ... in much broader thinking about the purposes of education, has been taken up so widely, but with a narrow focus of career- and employment-preparation." It argues that work experience was introduced as an element of radical school reform and that it has been co-opted into the conservative mainstream of education. It also outlines some of the directions in which work experience could move in order to achieve greater cohesion between work experience programs and the rest of the school's curriculum.


This paper argues that careers education and work experience have been introduced as a means of social control. Work experience is regarded as a process that forces students to internalise the attitudes and beliefs appropriate to a particular organisation of the world of work. Drawing on the writing of reproduction theorists (eg Apple, Bowles and Gintis) it argues that work experience helps in the process of reconciling young people to a hostile work place in that it legitimates 'particular forms of social control and social relations of production.'

This paper provides a critique of work experience programs in schools and provides an overview or framework that delineates the main models of work experience. It argues that too much emphasis is placed upon vocationally oriented activities and that too little is placed upon developing a critical analysis of work or on providing the opportunity to investigate and participate in alternative modes of work organisation and production. This latter orientation is termed 'work education' and it is advocated as being more educationally sound than is the current vocational orientation of work experience.

-- "Work Experience - How can we justify it?" in AdvISE, May 1981.

This article explores some of the commonly expressed justifications for a vocationally oriented work experience program and argues that such justifications are very often based on 'myth', 'half-truth' or 'misconception'. Drawing upon the framework described in the above Occasional Paper, it argues that the potential that such community and experientially based programs have, is not being utilised. It also indicates that vocationally oriented work experience programs may on occasions be detrimental to the development of the students' understanding of the role of work in society.

-- "Work Experience: Its relationship to the workplace and to the curriculum". An address to the Second National Work Experience Conference, Adelaide, November, 1981. (Copies available from the Advisory Services and Guidance Branch, VISE.)

This paper draws upon research done into the experiences of young people in part-time work and relates this to the typically espoused aims for work experience programs. It is argues that the experiences offered to young people in the labour market and on a vocationally oriented work experience program are unlikely to result in many of the highly laudible aims for work experience being met. A description of a strategy for incorporating work experience into the curriculum is explored as is the notion of 'work education'. These latter orientations are advocated as being more valid orientations than are those of the typical vocationally oriented work experience program.

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News

You And Aunt Arie

At last copies arrived ... and almost all gone on advance orders or from visitors seeing and grabbing a copy.

This is an excellent guide, written for students, on everything you could want to know about "cultural journalism" ie publication of oral history style magazines. And of course the skills it talks about aren't limited just to that. There are chapters in the book on the range of decisions you have to make, on how to do an interview, photography, techniques in the darkroom, of recording, transcribing and writing an article, laying-out pages and running the magazine as a business. While the advice (particularly the legal and business section) is particularly American, most of the book has wide adaptability. I've used sections with high school students and can attest to its usefulness and comprehensibility.

You and Aunt Arie was written by Pam Wood as a summary of the experiences of a number of magazines throughout the USA, magazines that were based on Foxfire in Georgia but with a large variety of communities and styles. So there are many examples included - of good and bad presentation.

Now the bad news ...

Costs are $10 plus postage: $2 in Melbourne; $2.50 elsewhere in Victoria and Tasmania; $4 in NSW, Queensland and SA and $5 in WA and NT.

Hurry, because stocks are really limited. If orders exceed stocks, I'll re-order from the publishers, but there will be a delay of 6-8 weeks!
In the last issue of CONNECT I outlined the pieces of equipment needed to provide a basic but good performance school recording studio. This equipment will allow you to blend music, taped material and 'live' segments to an on-air broadcasting standard suitable for 3CR, 3PBS, or another public broadcaster. Or possibly to play over the school public address system.

You need to set up this equipment in a studio. This is necessary for greater convenience and quality of sound.

STUDIO BASICS

Broadcast studios have to meet quite strict requirements:

1. Freedom from noise, internal or external;
2. Freedom from echoes;
3. Diffusion of sound, providing a uniform distribution of sound through the microphone pick-up area;
4. Freedom from resonance effects;
5. Reverberation reduction appropriate for music or voice;
6. Sufficient reverberation such that emphasis of speech and musical overtones is provided to establish a pleasing effect as judged by the listener.

Obviously, we have to simplify things!

1. Sound Insulation: First, aim for a room away from noise sources. For sound insulation by walls, the predominant factor is mass, so the thicker and denser the wall, the better it insulates against sound. Greater insulation is gained by using two or more partitions. Probably the greatest problem is windows and doors. Doors should be as solid as possible and well-sealed around the edges. A double window with the panes of glass inclined to each other and once again well sealed will reduce transmission of sound very greatly.

Unfortunately, good sound insulation is at odds with the second requirement:

2. Sound Absorption: We want our studio to be free from echo across a wide range of audio frequencies. Acoustic tiles, obtainable second-hand from building wreckers, give good absorption but, of course, lousy sound insulation. If you can't afford to tile the walls as well as the ceiling, heavy drapes hung in folds against the walls work quite well. I've not tried egg cartons around the walls but they'd be better than nothing. Use the cardboard containers however, not plastic.

A carpeted floor will also help sound quality. Aim for a 'dead' studio - that is, a studio that has minimum echo. You can always liven it up by providing portable reflectors if needed eg a sheet of particle-board strategically placed.

SOME HINTS ON STUDIO LAYOUT

A good height for the top of the desk is 760 mm. This allows legroom underneath and a good operating position for the mixer, turntables etc. Optimum 'viewing distance' of mixer is 450 to 500 mm and seat height above ground is 400 mm. Try to obtain a (quiet) swivel chair with adjustable back rest and seat height to allow for adult or student.

A U-shaped desk allows a turntable on each side, with the mixer centrally positioned.
A cantilever, desk-mounted microphone stand will allow both operator and announcer to use it where appropriate.

Make sure the desk has space in front of the mixer to allow room for notes or placing material to be read.

Beware of airconditioning and ventilation noise. This is a real problem area. You may have to make up panels to totally block off ventilation ducts.

Try to avoid cables and power cords being jumbled everywhere. This avoids possible interference problems between power cords and signal leads.

The best idea of all is to actually go to your nearest broadcast station, national, commercial or public. Look over the studios, ask questions and get the engineer on-side - they're useful people to know!

Here are some diagrams of the studio panel layout in 3CR studios:
Good luck. If you need any further information, I can be contacted: Chris Holliday, 3CR, 20 Cromwell Street, Collingwood, 3066.

Diagrams by Dave Lane, 3CR.
1. Articles

We continue making photocopies of the following articles and documents available:

<table>
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<th>NUMBER</th>
<th>NAME/ABSTRACT</th>
<th>PAGES</th>
<th>PRICE</th>
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<tr>
<td>107</td>
<td>Fitzroy High School Community Studies Transition Education Project - Sally Ingleton - Interim Report May 1982. The full report from which the article in this issue of CONNECT has been taken.</td>
<td>21 pp</td>
<td>$2.10</td>
</tr>
<tr>
<td>108</td>
<td>&quot;Developing Responsible Youth Through Youth Participation&quot; Mary Conway Kohler (from Phi Delta Kappan)</td>
<td>3 pp</td>
<td>50¢</td>
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<td>109</td>
<td>&quot;Radio - In and Out of the Classroom&quot; - Ann Rudowski - 3CR. A unit incorporating radio activities in the curriculum.</td>
<td>24 pp</td>
<td>$2.40</td>
</tr>
<tr>
<td>110</td>
<td>Resources for Youth Newsletter Vol XI No 2 Winter 1982 &quot;Youth Participation in Schools&quot;</td>
<td>14 pp</td>
<td>$1.40</td>
</tr>
<tr>
<td>111</td>
<td>&quot;A lesson for the critics&quot; : Sydney Road Community School's 10th Anniversary - article in the Herald 3.8.82</td>
<td>1 p</td>
<td>30¢</td>
</tr>
<tr>
<td>112</td>
<td>Ascolta Radio Group Background - Rebecca Coyle - brief summary of the Brunswick based group</td>
<td>2 pp</td>
<td>40¢</td>
</tr>
<tr>
<td>113</td>
<td>Ascolta Radio Group Report to the Myer Foundation on Construction of a School-Based Radio Studio&quot; 4th July 1982 - progress report including list of equipment, studio design, examples of programs made.</td>
<td>9 pp</td>
<td>90¢</td>
</tr>
</tbody>
</table>

2. Publication Projects:

After a couple of queries we should point out that the following publications are NOT available for sale. We list them to register what is being held by CONNECT. If you wish to visit, you can borrow or read them here. Write to the original source for copies:

**STUDENT PUBLICATIONS: AUSTRALIA**

**Work Out - Balmain HS.** (NSW). students writing about work experience.
**Newtown Festival 1981, Newtown Goes Sailing, Newtown Kids Go Camping - Newtown Primary School** (NSW)
**Backchat Issues 1 and 1 (Dec 1981, June 1982) (Sydney NSW)**

- the above available from the Inner City Education Centre, 37 Cavendish St., Stanmore 2048.

- send for a catalogue of material available.

**Paddlewheel** (Wilcannia, NSW) Vol 7 Nos 17-27 (to August, 1982)
**Mallacoota Mouth** (Mallacoota, Vic) Nos 267-276 (to August, 1982)
**Regional Association of Student Government (RASG) Newsletter** (Dubbo, NSW)June 1982
**Panorama** (Westall HS, Vic) No. 2
**Profile** (Sunshine, Vic) Vol 5 No 2 July 1982
**Ascolta** (Brunswick, Vic) Vol 9 Nos 3 and 4 July and August 1982
**Snapshot** (Roma HS, Roma, Qld) No 4
**Out of Bounds** (Fitzroy HS, Vic)
**Embark** (Croydon, Lilydale, Pembridge, Vic) Vol 7 No 1 June 1982
**Flash** (Baltara, Vic) Editions 3, 4, 5 April/May, June, July 1982
**Rave** (Winlaton, Vic) No 14 May 1982
**Presto** (Preston, Vic) Vol 1 No 3 (76 David Street, Preston 3072)
3. Other Sources:

Resistances to School, Gay Hawkins
Work and Unemployment - useful resources for schools
The Work, Industry and Unemployment Project, Susan Charlton and Gary Dowsett

- from Inner City Education Centre, 37 Cavendish St., Stannmore 2048 NSW

Transition Resources Newsletter, (Perth, WA) Vol 2 No 3 July 1982
Youth Participation and Curriculum Development - report of in-service held by
Coburg CGCS, Vic, 27th February 1982.
Other Waysz, Alternative Education Resource Group (Vic) Nos 5, 6 June, Aug: 1982
Youth Affairs, Victorian Association of Youth Clubs (Collingwood, Vic) Vol 1 No 3
Radio - In and Out of the Classroom, Ann Rudowski, 3CR (Collingwood, Vic)

- see listing 109.

Newspaper in Education Update, (USA) Vol 8 No 7 August 1982

Resources for Youth: "Youth Participation in Schools": National Commission on
Resources for Youth, Inc (New York, USA) Vol XI No 2 - see listing 110.

Hands On (Foxfire Inc, Georgia, USA) Vol 5 No 3 Spring 1982

Variety of material forwarded by Charles Kingston (West Wyalong HS, NSW) from:
American Student Association, National Education Association, Youth Policy
Institute, Student Press Service, Student Press Law Center, National
Association of Student Councils.

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We gratefully acknowledge the receipt of the following since the last issue:

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Bill Stringer (Carlton, Vic)
Altona CYSS (Alton, Vic)
Hodja Educational Resources Cooperative (Richmond, Vic)
NSW Teachers Federation (Sydney, NSW)

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Dr Roger Wook (Carlton, Vic)
PHOTOCOPY: COMPLETE: RETURN:

PHOTOCOPY this page; COMPLETE all the details; RETURN it to:

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* As We See It ($3.50) - Brunswick students $ ........
* Leaving School ($3.60) - Moreland School-Work Prog. $ ........
* Adelaide Conference Magazine ($2) - August 1981 $ ........
* Radio Conference Papers ($2) - Schools in Radio $ ........
* You and Aunt Arie ($10 + postage) $ ........

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